

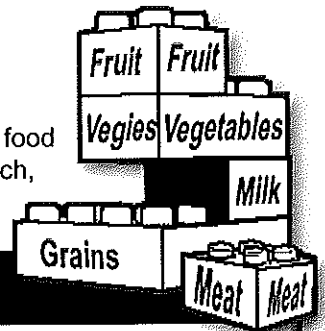
LESSON 1

The Food Groups: Building Blocks for Health

Student Learning Objectives:	National Health Education Standards:
1. Explain the importance of eating a variety of foods from all of the food groups.	• Core Concepts
2. Classify foods into food groups.	• Core Concepts

Lesson Synopsis

Use building blocks to illustrate the importance of eating a variety of foods. Review the food groups and give examples of foods belonging to each group. Categorize pictures of food into food groups. Identify a variety of foods from each food group that could be eaten for breakfast, lunch, dinner, and snacks. Review the reasons to eat a variety of foods from all of the food groups.



Activity	Time in Minutes	Materials Needed
Introduction	3	Health Education Materials <ul style="list-style-type: none"> • Poster Set: "MyPlate: Know Your Food Groups" Michigan Model for Health Clearinghouse Supplied by the Teacher <ul style="list-style-type: none"> • Interlocking plastic blocks or building blocks in five colors
Teacher Input	5	Health Education Materials <ul style="list-style-type: none"> • Poster Set: "MyPlate: Know Your Food Groups" Michigan Model for Health Clearinghouse • Curriculum: "Little D's Nutrition Adventures," National Dairy Council (Extension Activity) Teacher Manual Resources <ul style="list-style-type: none"> • Teacher Reference: "Food Group and Physical Activity Guidelines for Second Graders" Supplied by the Teacher <ul style="list-style-type: none"> • Computer with CD player (Extension Activity)
Application or Skill Practice	16	Health Education Materials <ul style="list-style-type: none"> • Pictures: "Food Photos," Michigan Model for Health Clearinghouse, one set, or Food Models, National Dairy Council, two sets • Curriculum: "Little D's Nutrition Adventures," National Dairy Council (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> • Computer with CD player (Extension Activity) • Computer with Internet access (Extension Activity) • Ten pieces of paper, 8 1/2 x 11 inches or larger • Tape • Markers • Music CDs • CD Player • Magazines (Extension Activity) • Art supplies (Extension Activity) • Six sacks or boxes (Suggestion)

Closure	1	Teacher Manual Resources <ul style="list-style-type: none"> Teacher Reference: "Family Letter: Healthy Snacks Taste Test" (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> Interlocking plastic blocks or building blocks in five colors
TOTAL	25	

Preparation

Prior to the Lesson:

- Decide** if you want to offer healthy snacks for students to sample at the end of Lesson 2. Ask students' families or your school's Child Nutrition Services to help supply foods. Try to plan healthy foods that may be new to students. (Extension Activity)
- Display the poster** from the poster set, "MyPlate: Know Your Food Groups."
- Visit** the U.S. Department of Agriculture website, www.ChooseMyPlate.gov, for more information on the 2010 Dietary Guidelines and information on how to use the guidelines for healthy eating.

For Introduction:

- Create a building, machine, or person** using five colors of interlocking plastic blocks or building blocks. Place your creation on a table where students can see it.

For Teacher Input:

- Read** the teacher reference, "Food Group and Physical Activity Guidelines for Second Graders."

For Application or Skill Practice:

- Categorize the Food Models or Food Photos** for use in this lesson and the next. Use the nutrient-dense foods that belong to the food groups for this lesson and Lessons 2 and 3. Set aside the combination foods and foods with a high percentage of empty calories for use in Lesson 2. For guidance on what foods to include, refer to the Food List included on the Teacher resources flash drive or downloaded from www.mmhclearinghouse.org. If you are using Food Models with a copyright date earlier than 2005, remove the Food Models that illustrate alcoholic beverages and throw them away. If you are using Food Models published after 2005, they will not contain alcohol items.
- Make five signs** with the name of a food group on each sign. Post them around the room. Cover them with a second piece of paper so that students can recall the names of food groups during the Teacher Input.
- Position a table, chair, sack, or box beneath** each of the five signs for students to use as they categorize the food pictures.
- Decide if you want to invite** the director of your school's Child Nutrition Program to talk with students about lunch menus and the food groups. (Extension Activity)



For Closure:

- Duplicate** the family letter, "Healthy Snacks Taste Test," for distribution to each student. The letter requests help providing healthy snacks and permission for students to participate in the Extension Activity in Lesson 2. (Extension Activity)

LESSON PROCEDURE




Introduction: Explain the importance of eating a variety of healthy foods.

Approximately 3 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Introduce the unit.	<i>We are going to learn about two very important health habits: eating nutritious foods and being physically active. Let's start by thinking about building blocks.</i>	
Discuss what happens if pieces are taken out of a block creation.	<p>Place your interlocking plastic block or building block creation in front of students.</p> <p><i>What do you think my blocks have to do with nutrition and physical activity?</i></p> <p>Gather ideas. It is not expected that students will know. The question is asked to stimulate their interest.</p> <p><i>This building [or person or machine] is made out of many smaller pieces. What happens if I remove all the yellow pieces?</i></p> <p>Answers: It will fall apart. It won't work anymore.</p>	
Relate the need for all the pieces in the block creation to the need for foods from all of the food groups.	<p><i>Your body is like this building [or person or machine] because it is also made out of many smaller pieces. Your body has muscles, bones, organs, cells, and many more pieces. Where do you think the different parts of your body get what they need to do their jobs so that your body is healthy?</i></p> <p>Answer: The body gets nourishment from food.</p> <p><i>What do you think might happen to a person if he or she ate only one type of food, such as broccoli, apples, or cookies?</i></p> <p>Answer: That person wouldn't have all the different building blocks, or nutrients, that are needed to make a strong, healthy body.</p>	 Review the "Dietary Guidelines for Americans, 2010," online. <div style="border: 1px solid black; padding: 2px; display: inline-block;"> www.health.gov/dietaryguidelines/ </div>
Relate the five colors of the blocks to the five food groups. Display the poster of the MyPlate from the poster set, "MyPlate: Know Your Food Groups."	<p><i>These blocks come in five different colors and each block has a special job in my creation.</i></p> <p><i>Foods can be grouped into five different food groups. Each food group has a special job to do in your body. Each food group contains different vitamins, minerals, and other nutrients your body needs. "Nutrients" is a word for the building blocks that food provides our bodies.</i></p>	 Note that the colors of the blocks are not likely to correspond to the colors of the food groups on the MyPlate.
Introduce the day's topic.	<p><i>It is important to eat a variety of foods from each of the food groups in order to get all the nutrients, or building blocks, we need to build strong and healthy bodies.</i></p> <p><i>Today, we will learn how to pick foods wisely so we eat something from all of the food groups each day.</i></p>	



Teacher Input: Review the food groups.

Approximately 5 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the food groups, using the poster set, "MyPlate: Know Your Food Groups."</p> <p>Ask students to name the food groups.</p>	<p><i>Let's review what we already know about the food groups. If you think you remember one of the food groups, pat your stomach.</i></p> <p>Call on one student at a time until all of the food groups are named. As each is named, add the food group name sign to that portion of the poster:</p> <ul style="list-style-type: none"> • Grains • Vegetables • Fruits • Dairy • Protein Foods 	 <p>For more information on the food groups, visit the USDA website.</p> <p>www.ChooseMyPlate.gov</p>
<p>Identify foods from each of the food groups, using the teacher reference, "Food Group and Physical Activity Guidelines for Second Graders."</p> 	<p>Name each food group again and ask students to name foods from each food group.</p>	 <p>Read the story "The Royal Food Family to the Rescue" from Lesson 1 of the National Dairy Council's curriculum titled "Little D's Nutrition Adventures."</p>

Application or Skill Practice: Practice naming foods and classifying foods into food groups. Identify foods to eat for breakfast, lunch, dinner, and snacks.

Approximately 16 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Categorize the food pictures according to their food group.</p>	<p>Randomly distribute all the nutrient-dense food pictures to students.</p> <p>Uncover and point out the location of each food group's sign that is posted around the room.</p> <p><i>Let's see how much you remember about which foods belong to each of the food groups. Look at your food picture(s) and decide in what food group it belongs. If you aren't sure, you may ask another student for his or her idea.</i></p>	 <p>Place a table, chair, sack, or box beneath each food group sign for the students to use to place their food pictures.</p>  <p>Have students practice categorizing foods according to the food groups by playing the games on the CD-ROM from the National Dairy Council's curriculum titled "Little D's Nutrition Adventures."</p>

I will play some music while you place your foods under the sign for the appropriate food group. When the music stops, freeze in place.

Play music until most of the students have finished categorizing their food models.

Stop the music and wait until all the students are standing still.

Ask the class to help categorize any food models that are still in students' hands.



Reinforce healthy food choices by visiting the kids section of the ChooseMyPlate website. Other options are the games on the National Dairy Council Nutrition Explorations website. Your non-readers will need help with the instructions and game.

www.ChooseMyPlate.gov

www.nutritionexplorations.org/kids.php



Highlight the importance of physical activity as the students move about the room. Mention the recommendation of 60 minutes of physical activity every day for children and teens.



Visit the Michigan Model for Health Clearinghouse website to get ideas for adding movement in the classroom. Go to Brain Breaks.

www.mmhclearinghouse.org

Form five groups of students, one for each food group.

Select foods from each food group that might be eaten for breakfast, lunch, dinner, and snack.

Ask students who are "frozen" closest to each food group sign to form a group and sit down by the sign.

Adjust groups as needed to form five groups of equal sizes, one for each food group.

Ask students to each select one food from their food group and be prepared to tell the class if they would want to eat it for breakfast, lunch, dinner, or a snack.

After one minute, introduce one food group. Call on students in that group to name their food and tell when they would like to eat it.



Describe or prepare foods from various cultures and categorize them into food groups.



Have students read the lunch menu and categorize the foods offered into the five food groups.

Continue until each food group has been named and each student has identified his or her selected food.

Comment on the students' selections to encourage eating a variety of foods.



Invite the director of your Child Nutrition Program to talk with students about lunch menus and why it's important to include all of the food groups.



Have students create collages or decorate a bulletin board by cutting out pictures from magazines of foods they would eat for breakfast, lunch, dinner, and a snack. Tell them they must include foods from all five food groups.




Go online for more information on how schools can improve students' nutrition and physical activity.

www.actionforhealthykids.org

Closure: Review reasons for eating a variety of foods from all of the food groups.

Approximately 1 minute

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Ask students to review what they learned about eating a variety of foods.	<p>Place your block creation in front of students.</p> <p><i>Why is it so important to eat a variety of foods?</i></p> <p>Answer: Different foods give us different building blocks, or nutrients, which we need to build a strong and healthy body.</p> <p><i>How can we be sure we are getting all the building blocks we need?</i></p> <p>Answer: If we eat a variety of foods from all of the food groups, we will get a variety of building blocks.</p>	 <p>Discuss the consequences faced by early explorers when they were not able to eat foods from all of the food groups.</p>



Encourage your food service partners to display posters on healthy eating in the cafeteria. Posters may be obtained from the United States Department of Agriculture website.

www.ChooseMyPlate.gov

Other resources may be available. Check the list of website resources in the Getting Started section of this unit.

Introduce the next lesson.

In our next health lesson, we will learn about foods that belong to more than one food group. We'll also identify foods that we should limit.

Distribute the family letter, "Healthy Snacks Taste Test," if you plan on conducting this Extension Activity in Lesson 2 of this unit.





Food Group and Physical Activity Guidelines for Second Graders

Please note that the recommendations given below are general guidelines for second graders (age 7) who are moderately active. The USDA website provides specific guidelines based on age, gender, and physical activity level: www.ChooseMyPlate.gov.

Food Groups, Plus Oils and Physical Activity	(7 years of age) Daily Amount for Second Graders	Tips for Assessing Amounts	Examples	Tips for Making Healthy Choices
Grains	5 ounces	One ounce of: <ul style="list-style-type: none"> • bread is the size of a CD in its plastic case. • dry cereal is the size of a baseball. • cooked pasta is the size of a small computer mouse. 	Bread, popcorn, pasta, spaghetti, macaroni, cereal, muffin, bagel, tortilla, rice, pretzels, pitas, crackers	<p>Half of the grains eaten should be whole grains.</p> <p>Read the ingredient list on the food label to be sure. The whole grain should be the first ingredient listed. Most foods will say “whole” or “whole grain” before the ingredient name, such as “whole wheat.” Some exceptions that are whole grain even though they aren’t listed that way are brown rice, oatmeal, popcorn, wild rice, and bulgur.</p> <p>Foods from the grain group provide energy and fiber needed for healthy digestion.</p>
Vegetables	2 cups	One cup is the size of a baseball. Two cups of leafy vegetables is equivalent to one cup.	<p>Carrots, spinach, collard greens, sweet potatoes, green beans, pumpkin, corn, broccoli, peas, kale, bok choy, romaine lettuce, celery, eggplant, vegetable juices</p> <p>Limit juices to 1/2 cup each day to encourage eating whole or chopped vegetables that have more fiber.</p>	<p>Choose a variety of vegetables of each color: yellow/white, orange, red, green, and blue/purple. The more colors you eat, the more nutrients you get.</p> <p>Foods in this food group help keep eyes and skin healthy and help the body protect itself from infection.</p>



Food Groups, Plus Oils and Physical Activity	Daily Amount for Second Graders (4 to 8 years of age)	Tips for Assessing Amounts	Examples	Tips for Making Healthy Choices
Fruits	1 1/2 cups	One cup is the size of a baseball. One-half cup of dried fruit is equivalent to one cup of fresh fruit.	Oranges, 100% orange juice, apples, bananas, strawberries, blueberries, raisins, grapes, melons, kiwi, pineapple Limit juices to 1/2 cup each day to encourage eating whole or chopped fruits that have more fiber.	Choose a variety of fruits of each color: yellow/white, orange, red, green, and blue/purple. The more colors you eat, the more nutrients you get. Foods from this food group provide the body with nutrients that help the body heal and grow.
Dairy	3 cups	One and a half ounces of natural cheese is the size of two 9-volt batteries and is equivalent to one cup (8 ounces) of milk.	Nonfat (skim) and low-fat (1%) milk, nonfat and low-fat yogurt and cheese, chocolate milk, pudding, string cheese	Choose fat free or low-fat options in this group. This food group provides a critical nutrient at this age, calcium. Calcium is needed to make strong bones and teeth.
Protein Foods	5 ounces	Two or three ounces of meat, fish, or poultry is the size of a deck of cards. Four ounces of beans is the size of a baseball. Two ounces of peanut butter is the size of a ping pong ball. One egg is one ounce.	Chicken, turkey, peanut butter, nuts, beans, egg, tuna fish, fish, beef, pork, seeds, dry beans and peas, tofu	Choose lean meats and poultry. Vary your protein choices by choosing more fish, beans, peas, nuts, seeds, and processed soy products. This food group builds muscles.
Oils (Oils is not a food group, but a daily amount is recommended.)	5 teaspoons	Most people get enough oil from the foods they eat, such as nuts, fish, cooking oil, and salad dressings.	Canola oil, olive oil, peanut oil, corn oil, safflower oil, soybean oil, sunflower oil, salad dressings, olives, mayonnaise	Oils are fats that are liquid at room temperature and typically come from plants or fish.
Physical Activity	60 minutes, preferably every day		Running, jumping, skipping, riding bicycles, skating, playing basketball, soccer	The Centers for Disease Control and Prevention recommends that children and teens obtain 60 minutes of physical activity every day. The recommendation for adults is 30 minutes each day.



Family Letter: Healthy Snacks Taste Test

To: Parents/Family Members
 Date:
 From: [Teacher's Name]

Re: "Healthy Snacks Taste Test"

We are studying how to keep our bodies healthy by eating nutritious foods. I need your help with two things:

1. Bring Healthy Snacks

We want to try some healthy new snacks. If you are willing to bring in snacks, we will need them on [date].

You might consider an unusual fruit or vegetable, an appealing low-fat vegetable dip with cut up vegetables, a low-fat yogurt drink, celery stuffed with hummus, or similar idea.

We have [number] students in our class and would like enough for everyone to taste.

2. Child's Permission to Participate

I would also like your permission for your child to participate in the taste test. Please sign the permission slip below and return it to me.

If you have questions, the best time to reach me is [time/day of week] at [phone number]. Thanks so much!

 Teacher's Name

DONATING SNACKS

Deadline for Sign Up: [date]

I'd like to donate a healthy snack!

_____ will bring _____
 Parent's Name Type of Snack

If you are willing to provide a healthy snack, return this sheet to _____
 by [date] so that I can be sure we have a variety of different snacks.

PERMISSION TO PARTICIPATE

Deadline for Sign Up: [date]

_____ My son/daughter has permission to participate in the taste test.

_____ My son/daughter has permission to participate, but cannot eat _____

_____ My son/daughter cannot participate.

 Parent's Name